

Final Lesson Plan: “Adoption”

By: *Sujie Liu*

Target Group: High Intermediate

Target Language: English

Objectives:

- SWBAT define terminologies related to adoption.
- SWBAT use note-taking skills including taking notes selectively, translating ideas into their own words and organize notes in a logic form to collect information while listening.
- SWBAT comprehend instructions about the process of adoption.
- SWBAT use past participle as adjective to indicate the completed status of the subject and present participle as adjective to indicate the ongoing status.

Materials Needed:

- i. PowerPoint
- ii. Video clip from http://www.ehow.com/video_4971158_adopt-child.html about how to adopt a child
- iii. Handout #1 for terminologies related to adoption
- iv. Handout #2 about the order of the process of child adoption
- v. Exercise handout #3 about using use past participle as adjective to indicate the completed status of the objective and present participle as adjective to indicate the on-going status
- vi. Video clip from <http://www.youtube.com/watch?v=injzNMJS5Fg&feature=related> about the adoption story from a Korean adoptee
- vii. Exercise handout #4 for the video about Korean adoptee

I. Introduction:

Approx. Time: 10 minutes

Procedure:

- a. Begin with the story of her sister, the teacher introduces the topic of today's class and start a short discussion about adoption.
- b. With a slide of PowerPoint, show students the objective of today's class and what activities we are going to have.

II. Activity 1: Instruction of terminology related to adoption

Approx. Time: 20 minutes

Procedure:

- a. Give a brief introduction about the video clip of How to adopt a child. Let students read exercises and requirements on handout #1 and play the video of How to adopt a child.
- b. Let students finish exercise a while listening and exercise b after listening. Check their answers and give supplementary instructions.

III. Activity 2: Give an order to the process of adoption

Approx. Time: 30 minutes

Procedure:

- a. Give explicit instruction about 3 note-taking skills: taking notes selectively, translating ideas into your own words and organizing notes into some sort of logical form and give corresponding examples.
- b. Play the video of *How to adopt a child* again. Ask students to take notes about the order of the process of adoption on the note space on handout #2.
- c. Pair the students and let them compare their notes. Finish *exercise b* on handout #2.
- d. Check students' answers by asking different groups to report and explain their answers.

IV. Activity 3: Ongoing vs. Completed---how to use past participle and present participle

Approx. Time: 20 minutes

Procedure:

- a. Draw students' attention to the use of present participle and past participle by summarizing the previous activity with "Then once the formal adoption takes place, kids who used to be adopting children will come to be adopted children."
- b. Let students discuss the differences between the meaning of "adopting children" and "adopted children". Help them realize how present participle and past participle indicate the statuses of the objectives.
- c. Explain explicitly about the grammatical rule. Use example sentences to reinforce students' comprehension.
- d. Have students finish the exercise on handout #3. Check their answers and make supplementary explanation.

V. Activity 4: Korean Adoptee

Approx. Time: 40 minutes

Procedure:

- a. Give a brief introduction about the background information of the video *Korean Adoptee* and the speaker.
- b. Play the first part of this video (from 0'34'' to 1'41''), let students finish *exercise a* on handout #4.
- c. Ask students about the note-taking strategies they used for this activity and explain some names of cities referred in this exercise.
- d. Play the first part again and help students confirm their answer. Meanwhile taking this part as an example, make supplementary instruction about how to take notes selectively.
- e. Have students finish the *pre-listening* activity of *exercise b* on handout #4.
- f. Play the second part of this video (from 1'41'' to 3'42'') and have students finish the *note-taking* part of *exercise b* on handout #4 and then compare their notes with their partners'.

- g. Based on their notes, students go back to the *pre-listening* activity and check if their predictions are right.
- h. Play the second part of this video again and have students make their notes more completed.
- i. Taking this talk as an example to show students how to translate and generalize speaker's ideas into your own words and organize them in a logic form while taking notes.
- j. Let students make an oral report about the content of this video to their partners based on their completed notes. Request them to avoid repeating the sentences which were already used in the video.

Test of Comprehension:

- i. The teacher would walk around while students doing exercises or activities to check if students have understood the guidelines of the activity or exercise.
- ii. Students would be asked to report their pair work after exercises end, so the instructor could assess their comprehension by checking how they actually carried out this activity and the stratagems they used to accomplish the exercise.

Error Resolution:

- i. If students make errors because they failed to understand the class, try to find out the cause of the error and make more explicit instructions on that part.
- ii. If students make grammatical mistakes in classroom discussion, use implicit correction methods such as recasting or comprehension check. But if they are very simple grammatical mistakes, then just ignore them and continue the class.